Negative Impact of Cell Phone Usage on University Students Learning

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Abstract:

Introduction: Cell phone is an electronic device without any attached cables and works same to receiver that can be passed with to use everywhere and convey message to other in the form of text, image or voice (Oxford Dictionary, 2012).

Objectives: Objective of this study is to assess the negative impact of cell phone usage among university students learning.

Method: This study was quantitative cross-sectional descriptive design Target population was 400 students. Sample size was 200.

Result: Result shows that 70% to 90% IMMB students are strongly agree that mobile phone usage negative impact on student learning.

Conclusion: This is concluded that the IMMB students are agree that cell phone have effected on student learning, Time wasting. Study disturb and Moral violation.

Key words: Time wasting. Study disturb and Moral violation

1. INTRODUCTION

Cell phone is an electronic device without any attached cables and works same to receiver that can be passed with to use everywhere and convey message to other in the form of text, image or voice (Oxford Dictionary, 2012).

"Cell phone has basically affected our society. It is just become a fragment of culture of every area in the world. Cell phone was invented to minimize the barriers of learning. But contrast to this todays the excessive usage and social networking seriously affected students learning. Cell phone has both positive and negative impact but negative effects are more upon student. Much of time has been wasted due to excessive communication. Cell phones negatively affect students learning. Many students in university timing use their phones for messages and playing games even when they are busy in work (Ling, 2017)

Excessive mobile phone usage exposes the learning concerns in the class room and Learning by using this form of technology. In addition multiple researchers stated that there is a mutual relationship of mobile phone usage in the class room and bad theoretical performance (Wood, Zivcakova et al. 2012)

According to (Ansari, 2017)mobile phones has adverse impact on the students and learning capabilities, as wastage of their precious time, their money, and ultimately decrease in academic achievements. Its daily use and produce vibrations are harmful for health or body functions. Cell phone usage affects the health of all members in society and social life as

well as student of the university. It is the main source of disruption on students in university.

When student use cell phone they feels no fear to telling lie if they are staying or visit to a park and hotel for entertainments, they say to friends, teachers and their parents that they are busy in the library or in class. This affects the moral values of students. Misplacement and loss of mobile phone is a daily routine. Students who loses or misplaces his/her mobiles also suffers tension and this affects their daily learning (CDS, 2018).

On the negative aspects of this issue, there mentioned countless drawbacks of mobile phone students morality and values. It is observed that most of the students use cell phone negatively. They continuously busy in useless chit chatting and continue messages typing. They tease the students to send miss call and messages through nameless number. They waste time of their precious life by listening music and watching movies (Naz, Khan et al. 2015)

Generally this study will identify the negative impact of cell phone usage among university student. The negative impact will be in the form of time wasting, moral violation of the student, and study disturbance.

2. LITERATURE REVIEW

In university class rooms mostly students using their phone and check one another photos and it can become a serious distraction among classes. In additions reports show that using mobile phone during classes can negatively effect on students learning. It effects on their attention to lectures and it is also effects on student's grades. If one student uses his mobile in class it disturbs many others and their learning (Tindell and Bohlander, 2012)

(Naz, Khan et al. 2015)found that mobile phones can negatively affect students learning abilities, some students use

their phones to send message and play advance games when they should be doing work or busy in other activities. If a cell phone ringing while a teacher is teaching or delivering class, it will discontinues the flow of the class and definitely create disturbance on other students.

(Campbell, Jackson et al. 2018)found that the students, teachers and professors seek the ringing of cell phone as a distracting phenomenon that create disturbance in their mood. Although texting or chatting is significantly more concealed than actual telephone exchanges, a developing body of literature recommends that it is equally similarly difficult in long-term memory of the learner. Result indicates that there are a lot of barriers of mobile on academic performance and learning process. Those students who use mobile during class lecture are poor in study and marking than those who do not uses mobile with negative aspects.

The wasting of time and currency by students with sending useless messages to friends, chatting and unsuitable pictures are also connected with mobile phones. Buy expensive mobile phones without the consent of parents. The loss phenomenon among the students is very common incidents nowadays occurred. Those students who lose or misplace mobile phone that creates tension and have adverse effect on their learning capabilities. The moral value of student has also impacted by mobile. Students use cell phone in the examination hall as a means of support and unfair practices creates a sign of reputation among class fellow (Awaz, 2018).

On the other hand cell phones have not only dangerous in the classes, chit chatting, typing or socializing have negative effect on their learning. Students and instructors identified mobile phone use as a main disturbance factor in classrooms or other learning area, (Burns and Lohenry 2015)

Previous researches discovering the impacts of chit chatting, typing or placement on students learning output which depends on information processing theories as a basis for

arguing that texting and chatting can create disturbance that produce interference on students learning process. Learning is a process or a capacity or power that can affect other resources. Because learning is a process, diminished capacity or power with any single resource can impact other resources. Thus, during text/posting or chatting, students attention can be divided and divert to own thoughts, which can distract attentions and focus from on-task behaviors. In turn, information's processed into working or short-term memory may be incomplete or inaccurate, which can leads to inaccurate or insufficient storage of information or knowledge in long-term memory for life experience(Kuznekoff and Titsworth 2013)

3. PROBLEM STATEMENT

Cell phone has basically affected our society. It is just become a fragment of culture of every area in the world. Cell phone was invented to minimize the barriers of learning. But contrast to this todays the excessive usage and social networking seriously affected students learning. Cell phone has both positive and negative impact but negative effects are more upon student. Much of time has been wasted due to excessive communication. Cell phones negatively affect students learning. Many students in university timing use their phones for messages and playing games even when they are busy in work (Ling, 2017)

The study will help to know about the negative effect of cell phone usage on students. Texting/posting or chatting during class, may distract the students attention which subsequently damage the students behavior to concentrate only on the one tsk at a time. So after completion of study I will share my results of the study with administration so that administration will take some optimistic steps to minimize the usage of cell phone among students especially during class because it diverts the concentration of students from learning.

4. OBJECTIVE

The objective of the study is:

1. To assess the negative impact of cell phone usage among university students learning.

5. RESEARCH QUESTIONS

1. What are the negative impacts of cell phone usage on university student's learning?
2. How cell phone usage affects student learning?

6. OPERATIONAL DEFINITIONS

Study disturbs

To interrupt the quiet, rest, peace, or order during   lecture   in class or in study hours.

Time wasting

It is defined as producing someone to spend time doing something that is unnecessary, does not produce any profit or useless task.

Moral violation

We can define the moral violation to describe an action that neglect the basic rights such as violation of a global climate treaty or a human rights violation.

7. MATERIAL AND METHOD

Cross sectional descriptive design were used to explore the consequences of cellphone usage among the university students in University of Lahore. Sample size was 200 which is calculated by using *Slovin,s* formula for sample size collection.

The inclusion criteria for this project were the students of (IMBB) department 4year BS of microbiology, while exclusion criteria for this study other student of (IMBB) and other department of UOL. Data were analyzed by descriptive statistics through SPSS version 21. Confidentiality and the autonomy of the participants were kept in mind before floating

the questionnaire and free hand were given to the participants for their participation in the study.

The sample size is calculated by using *slovin, s* formula which is certain below.

$$n=N/1+ (N) (E)^2$$

N= Target Population,   n=Sample size,   E= Margin of error (0.05)

$n=N/1+ (N) (E)^2$

$n=400/1+ (400) (0.05)^2$

$n=400/1+ (400) (0.0025)$

n=400/1+1

n= 400/2

n= 200

Sample size =200

8. ETHICAL CONSIDERATION

The rules and regulations set by the ethical committee of Lahore School of Nursing were followed while conducting the research and the rights of the research participants were respected.

- Written informed consent attached was taken from all the participants.
- All information and data collection was kept confidential.
- Participants remained anonymous throughout the study.
- The subjects were informed that there are no disadvantages or risk on the procedure of the study.
- They were also informed that they will be free to withdraw at any time during the process of the study.
- Data wa kept in under key and lock while keeping keys in hand. In laptop it will be kept under password.

9. DATA COLLECTION PLAN

Questionnaire was adapted from Fraser, B. J. (2010) was used to collect the data. All the questions were according to Likert which were floated among the participants to measure the

Negative impact of cell phone usage on university students learning.

10. DATA ANALYSIS:

Data was analyzed by using SPSS version 22.0 statistical software for data analysis.

➢ Demographic variables like age, gender, marital status, education etc. were analyzed by using descriptive statistics like frequency, percentage, mean and standard deviation. Percentages were calculated for categorical data while continuous data will be analyzed through mean and standard deviation.

➢ Descriptive statistics was used to assess the Negative impact of cell phone usage on university students learning

RESULTS

ANALYSIS AND DATA INTERPRETATION

This chapter includes 3 portions of analysis. First analysis was demographic analysis. It gives us details of 3 demographic questions. Descriptive analysis is used for identifying Negative impact of cell phone usage on university student learning. Mean, median. Mode, range, standard deviations were calculated. Figures and tables were also given.

Demographic Characteristics

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Gender	200	275	1.38	.485
Marital status	200	328	1.64	.492
Age group	200	311	1.55	.537
Qualification	200	224	1.12	.443
stay in organization	200	378	1.89	.528
Valid N (list wise)	200			

Demographic Data:
Gender:
Table No. 1

Gender

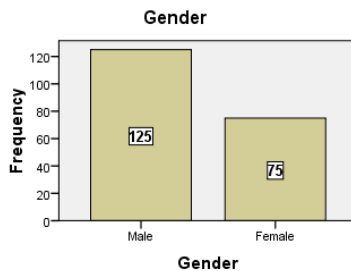|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	125	62.5	62.5	62.5
	Female	75	37.5	37.5	100.0
	Total	200	100.0	100.0	

Fig No.1

Data was collected from both male and female table no 1 and figure no 1 show the results of Male and Female. Mostly were females. 125 were Male (62.5%) and 75 were female (37.5%).

Table: 2

Marital status

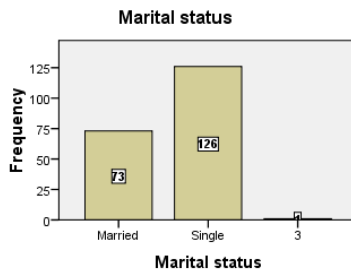|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	73	36.5	36.5	36.5
	Single	126	63.0	63.0	99.5
	3	1	.5	.5	100.0
	Total	200	100.0	100.0	

Fig No.2

Data was collected from both married and singles following table no 2 and figure no 2 displays the marital status of participants. 73 were Married (36.5%) and 126 were single (63.0%).

Table: 3

Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	93	46.5	46.5	46.5
	25-35	103	51.5	51.5	98.0
	35-50	4	2.0	2.0	100.0
	Total	200	100.0	100.0	

Fig No.3

Age: Data was collected from the students of different Age. Total respondents were 200; table no 3 and Figure no 3 show the results regarding their age. The total respondents were of

different age 30 were 18-25 years (46.5%), 103 were 25-35 years
(151.5%), 4 were 35-50 years (2.0%) 0 was above 50 (0.0%).

Table: 4
Qualification

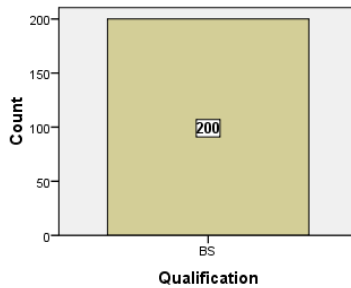|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BS	200	100.0	100.0	100.0

Fig No.4

Data was collected both male and female table 4 and fig no 4
shows the percentage of male and female qualification   200
(100%) were (IMBB) BS student qualified students and were
participate in this study. also show the frequency of participate.

Table: 5
Stay in organization

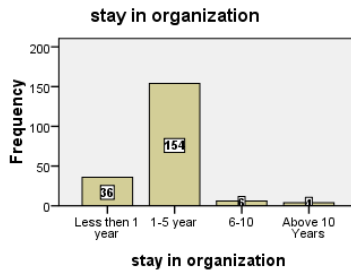|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	36	18.0	18.0	18.0
	1-5 year	154	77.0	77.0	95.0
	6-10	6	3.0	3.0	98.0
	Above 10 Years	4	2.0	2.0	100.0
	Total	200	100.0	100.0	

Fig No.5

Stay in organization In this study less than 1 year are 36,(18.0%) are1-5 year, 154 (77.0%) are 6-10 year, above to 6 (3.0)year are and 10 year above 4(2.0) were participate. As shown in Fig No.5

4.3 RELIABILITY ANALYSIS

Instrument reliability has been tested for each question. It has been calculated through Cronbach's alpha that shows us the reliability of each questions that how much it is reliable to use and replicate it by different researchers under different conditions to get the reliable results. More the value of cronbach's alpha near is .658 it is reliable constructs.

Reliability

Scale: ALL VARIABLES

My study Cronbach's Alpha is greater than .5; it means that my study is reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.658	12

Table: 6

The student wastes his/her time in writing/ sending useless sms to friend/college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	12.5	12.5	12.5
	Disagree	28	14.0	14.0	26.5
	Neutral	62	31.0	31.0	57.5
	Agree	63	31.5	31.5	89.0
	Strongly Agree	22	11.0	11.0	100.0
	Total	200	100.0	100.0	

Fig No.6

Fig No.6 Table no 6 shows the percentage and frequency of participants regarding the question. Its shows 25(12.5%) respondents are strongly disagree the student wastes his/her time useless sms to friend/college, 28(14.0%) are Disagree, neutral 62(31.0%) agree 63(31.5%) and totally agree 22(11.0%) with this statements

Table: 7

The cell phone is the wastage of time for the students

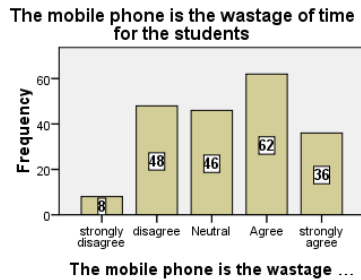|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	4.0	4.0	4.0
	Disagree	48	24.0	24.0	28.0
	Neutral	46	23.0	23.0	51.0
	Agree	62	31.0	31.0	82.0
	strongly agree	36	18.0	18.0	100.0
	Total	200	100.0	100.0	

Fig No.7

Fig No.7 Table no 7 shows the percentage and frequency of participants regarding the question. Its shows Bar chart show that8(4.0%) respondents are strongly disagree the mobile phone is the wastage of time, 48(24%) are agree, 46(23%) are neutral, 62(31.0%) are agree and 36(18.0%) are strongly agree about this statement

Table: 8
The students teases the class fellow by sending missed calls through unknown number

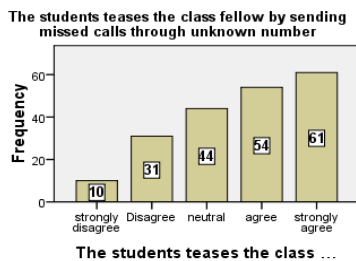|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	5.0	5.0	5.0
	Disagree	31	15.5	15.5	20.5
	Neutral	44	22.0	22.0	42.5
	Agree	54	27.0	27.0	69.5
	strongly agree	61	30.5	30.5	100.0
	Total	200	100.0	100.0	

Fig No.8

Fig No.8 Table No 8 shows the percentage and frequency of participants regarding the question. Its showsBar chart show that the students teases the class fellow by sending miss calls through unknown no 10(5.0%) are strongly disagree, 31(15.5%) are neutral, 44(22.0%) are agree and 54(27.0%) are 61(30.5%) strongly agree with that statement

Table: 9
The student cell phone ring tone remines in the class room while the teacher is delivering the lecture

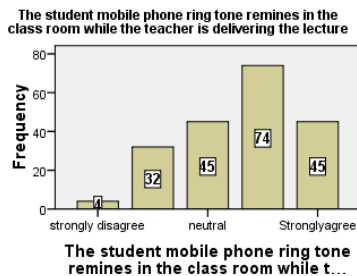|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.0	2.0	2.0
	Disagree	32	16.0	16.0	18.0
	Neutral	45	22.5	22.5	40.5
	Agree	74	37.0	37.0	77.5
	Strongly agree	45	22.5	22.5	100.0
	Total	200	100.0	100.0	

Fig No.9

Fig No.9 Table No 9 shows the percentage and frequency of participants regarding the question. It shows Bar chart show that 4(2.0%) respondents are strongly disagree mobile phone ring tone remind in the classroom delivering the lecture, 32(16.0%) are disagree, 45(22.5%) are neutral, 74(37.0) are agree and 45(22.5%) are strongly agree with this statement.

Table: 10

The student sends missed calls to class fellows to disturb during attending classes

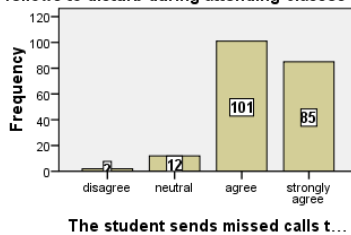|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.0	1.0	1.0
	Neutral	12	6.0	6.0	7.0
	Agree	101	50.5	50.5	57.5
	strongly agree	85	42.5	42.5	100.0
	Total	200	100.0	100.0	

Fig No.10

Fig No.10 Table No. 10 shows the percentage and frequency of participants regarding the question. It shows Bar chart show that respondents are strongly disagree that student sent miscall to call fellow to disturb attending clasess,2(1.0%) are disagree 12 (6.0%)are neutral,101(50.5) are agree 85(42.5%) are strongly agree with this

Table: 11

The student uses cell phone in examination hall as a source of unfair means

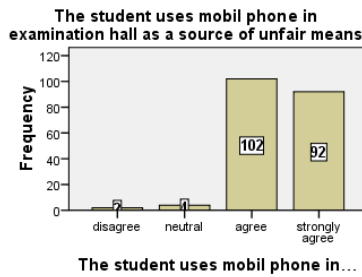|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.0	1.0	1.0
	Neutral	4	2.0	2.0	3.0
	Agree	102	51.0	51.0	54.0
	strongly agree	92	46.0	46.0	100.0
	Total	200	100.0	100.0	

Fig No.11

Fig No.11 Table No.11 shows the percentage and frequency of participants regarding the question. Its shows Bar chart show that respondents are strongly disagree that Student uses mobile phone in examination hall ,2(1.0%) are disagree, 4(2.0%) are neutral, 102(51.0%) are agree and 92(46.0%) are strongly agree with this statement

Table: 12

Student enjoys music on cell phone

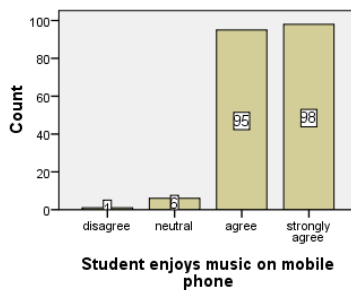|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.5	.5	.5
	Neutral	6	3.0	3.0	3.5
	Agree	95	47.5	47.5	51.0
	strongly agree	98	49.0	49.0	100.0
	Total	200	100.0	100.0	

Fig No.12

Fig No.12 Table No.12 shows the percentage and frequency of participants regarding the question. Its showsBar chart show that 1(.5%) respondents are strongly disagree student enjoys music on mobile phone 6(3.0%) are disagree, are neutral, 95(47.5%) are agree and 98(49.0) are strongly agree with this statement.

Table No.13

The student does not feel hesitation to sending interesting/ funny SMSs to his/her teacher

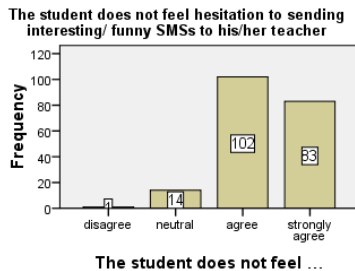|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.5	.5	.5
	Neutral	14	7.0	7.0	7.5
	Agree	102	51.0	51.0	58.5
	strongly agree	83	41.5	41.5	100.0
	Total	200	100.0	100.0	

Fig No.13

Fig No.13 Table No.13 shows the percentage and frequency of participants regarding the question. It shows Bar Chart show that respondents are strongly disagree that student, fell hesitation to sending message 1(.5%) are disagree, 14(7.0%) are neutral,102(51.0%) are agree and 83(41.5%) are strongly agree with this statement.

Table No.14

The cell phone has put negative impact on students moral values

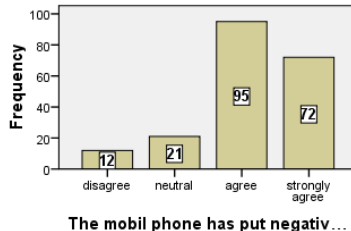|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	6.0	6.0	6.0
	Neutral	21	10.5	10.5	16.5
	Agree	95	47.5	47.5	64.0
	strongly agree	72	36.0	36.0	100.0
	Total	200	100.0	100.0	

Fig No.14

Fig No.14 Table No.14 shows the percentage and frequency of participants regarding the question Bar Chart show that respondents are strongly mobile phone has put negative on student moral values, 12(6.0%) are disagree, 21(10.5%) are neutral, 95(47.5%) are agree and 72(36.0%) are strongly agree with this statement.

Table No.15

The cell phone culture has increased the rate of telling lie among students

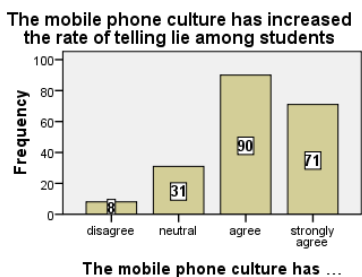|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	4.0	4.0	4.0
	Neutral	31	15.5	15.5	19.5
	Agree	90	45.0	45.0	64.5
	strongly agree	71	35.5	35.5	100.0
	Total	200	100.0	100.0	

Fig No.15

Fig No.15 Table No.15 shows the percentage and frequency of participants regarding the question Bar Chart show that respondents are strongly disagree the rate of telling lie among student, 8(4.0%) are disagree, 31(15.5%) are neutral, 90(45.0%) are agree and 71(35.5%) are strongly agree with this statement.

Table No. 16
The student does not feel hesitation to sending interesting/funny SMSs to his/her teacher

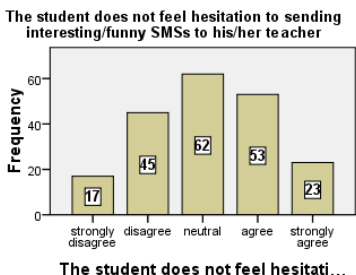|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	17	8.5	8.5	8.5
	disagree	45	22.5	22.5	31.0
	neutral	62	31.0	31.0	62.0
	agree	53	26.5	26.5	88.5
	strongly agree	23	11.5	11.5	100.0
	Total	200	100.0	100.0	

Fig No.16

Fig No.16 Table No.16 shows the percentage and frequency of participants regarding the question Bar Chart show that 17(8.5%) respondents are strongly disagree student does not feel hesitation funny sms to teacher 45(22.5%) are disagree, 52(26.5%) are neutral, are agree and 23(11.5%) are with this statement.

Table No.17

The female student doesn't feel hesitation to give her mobile number to male classmates

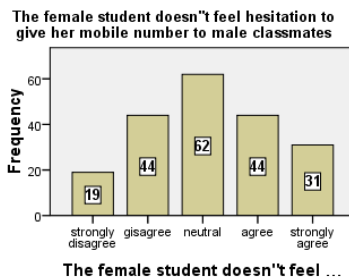|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	19	9.5	9.5	9.5
	disagree	44	22.0	22.0	31.5
	neutral	62	31.0	31.0	62.5
	agree	44	22.0	22.0	84.5
	strongly agree	31	15.5	15.5	100.0
	Total	200	100.0	100.0	

Fig No.17

Fig No.17 Table No.17 shows the percentage and frequency of participants regarding the question Bar Chart show that 19(9.5%) respondents are strongly disagree student doesn't feel hesitation to give her mobile number to mal classmates, 44(22.0%) are disagree, 62 (31.0%)are neutral, 44(22.0%) are agree and 31(15.5%) are strongly agree with this statement

DISCUSSION

In this study I assess the negative impact of Cell phone usage on university student learning. Most of the students were agree. Result finding show that Negative impact of cell phone on the student of university. Previous study shows that mobile phone has many negative effects or impact on students learning process at the level of university. Including time and money is also wasting. Its daily use and produce vibrations are dangerous for health or body functions. Cell phone usage affects the health of all members in society and social life as well as student of the university. It is the main source of disruption on students in university (Ansari, 2015).

In this study finding 200 respondents show that 2.3% respondents are strongly disagree that student sent miscall to call fellow to disturb attending classes, 16.9% are disagree, 38.0% are neutral, 31.0% are agree and 5.6% are strongly agree. The results were showing that negative impact on university students.

Other studies state that cell phone have life-threatening in the classes, texting, typing or posting produces negative Consequences for learners, students and instructors. Students and instructors identified mobile phone use as a main disturbance factor in classrooms or other learning area, (Lohenry, 2015).Another result show that 5.5% respondents are strongly disagree cell phone ring tone remind in the class delivering the lecture, 29.5% are disagree, 35.5% are neutral, 22.5% are agree and 7.0% are strongly agree with this statement, however my study result show that mobile phone impact on student learning.

There are many drawbacks on the negative side of the issue in this technology; because of the misuse of cell phone the moral values of the student are affected. In my study the participants show 8.0% respondents are strongly mobile phone has put negative on student moral values, 18.5% are disagree,

33.0% are neutral, 26.0% are agree and 14.5% are strongly agree with this statement.

CONCLUSION

The findings of this study shows that the cell phones have negative effect on student learning and disturbed the students study. In some time most of the student violates the moral values. It shows that the usage of mobile phone during class affect negatively the students learning and violate the environment of the class.

RECOMMENDATION

This study shows that mobile phone is affected on student learning. My suggestion is that during lecture the teacher strictly prohibited to use. Second one is that parent check the mobile phone as daily routine and check and balance. Further a broad study is recommended to examine the effect of mobile usage during classes.

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